DOCUMENT RESUME

ED 085 387 SP 007 570

TITLE	School of Education - Teacher Preparation Program.
INSTITUTION	University of the Pacific, Stockton, Calif.
PUB DATE	Nov 73
NOTE	29p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	College Faculty; Community Involvement; *Educational Innovation; Foreign Countries; *Interdisciplinary Approach; *Preservice Education; Sabbatical Leaves; *Teacher Education; Teacher Programs; Travel
IDENTIFIERS	Distinguished Achievement Awards Entry

ABSTRACT

In recognition of the fact that teachers in this pluralistic society must have a multiplicity of skills, the School of Education of the University of the Pacific in 1970 initiated a self-study structure which resulted in a critical evaluation of its existing programs for the preparation of teachers. Programs were initiated and strengthened in order to a) improve the educational opportunities available to low-income and migrant youths and better prepare teachers to serve them; b) broaden the education of future teachers through international travel, study, and exposure; c) allow for maximum professional development and utilization of faculty members; and d) develop a continuing program of teacher education offering a strong learning and teaching experience through a variety of alternative plans. The reorganization of programs has been ongoing and has resulted in such specific changes as a preservice program for all student teachers, field-centered and performance experiences as part of the requirements of courses, alternative strategies for the completion of courses, and, most important, an interdisciplinary academic approach to the preparation of teachers. The changes that have come about in the School of Education have resulted entirely from self-evaluation and self-initiation, without outside agencies requiring or financing the changes. (Author/DDO)

FILMED FROM BEST AVAILABLE COPY

ED 085387

American Association of Colleges For Teacher Preparation

Prepared For The
Distinguished Achievement Awards

Submitted by

University of the Pacific
School of Education
3601 Pacific Avenue
Stockton, California 95204

Dr. J. Marc Jantzen, Dean

University of the Pacific
School of Education
Stockton, California

President
Stanley E. McCaffrey

Dean, School of Education
J. Marc Jantzen

Project Staff

Dewey Chambers
Heath Lowry
Jerry King
Manuel Montano

Summary

Innovation is often trite and cliche when applied to programs in education. The term too frequently is bandied about and thus becomes meaningless in actual operation. "Innovation" usually implies extrinsic forces at work to eradicate what some have judged to be inadequate. When such "innovation" occurs without the extrinsic forces and the funds to fuel, the term takes on a new connotation.

The School of Education at California's The University of the Pacific (Stockton Campus) has, perhaps, added creditability to the cliche, "innovation". With no additional funding, or external forces applying pressure, the School of Education at that University, generated in 1970 a self-study structure which resulted in a critical evaluation and thus a reorganization of its existing programs and philosophies concerning the professional education of teachers. That a small, private universities' school of education, could and did initiate and develop the following programs can, with all certainty, be truly called innovative.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ABSTRACT/INFORMATION FORM - 1974 DAA PROGRAM

Please Type or Print:

Name of Program Submitted: School of Education - Teacher Preparation Program

Institution (complete name): University of the Pacific

President: Stanley E. McCaffrey

Campus Public Information Officer: Richard G. Doty

Faculty Member Responsible for Program: J. Marc Jantzen

Title of the Faculty Member: Dean, School of Education

Signature: J. Marc Jantzen

Title: _____ Date: _____

Please describe in 150-200 words the program which you have entered in the 1974 AACTE Distinguished Achievement Awards. A sample is included below to give a general idea of the kinds of information we need. Your abstract will be the basis for reporting your entry in Excellence in Teacher Education. Please continue on back if extra space is needed.

Recognizing in this pluralistic society that teachers must have a multiplicity of skills, the School of Education, University of the Pacific initiated in 1970 a self study structure which resulted in a critical evaluation and thus a reorganization of its existing programs for the preparation of teachers. The reorganization of programs has been on-going and has included such changes as a Preservice Program for all student teachers, field centered and performance experiences as part of the requirements of courses, alternative strategies for the completion of courses and most important an interdisciplinary academic approach in the preparation of teachers. Students in the School of Education can enrich their program by utilizing the Winter term for study in other countries and thereby compare other educational programs and processes. The changes that have come about in the School of Education have been the result of self evaluation, self initiation, and without outside agencies requiring or financing the changes.

SP 007 570

Pragmatic Innovation

The nature and condition of the School of Education at the University of the Pacific required a pragmatic, eclectic examination of existing programs, and an equally pragmatic, eclectic reorganization and innovative additions. As the stated philosophy of the School of Education reveals and affirms, "Its major goal is the development of teachers who are skillful in working with children, understanding of the learning process, skillful in planning, executing, and evaluating an instructional program, capable of functioning in a democratic society, and sensitive to the needs of the school and of the community?" This is and will continue to be the goal of the School of Education. The demand for the changes, to the students, staff and faculty, was evident. The case study that follows offers eloquent testimony to the pragmatic innovations that resulted.

Innovation One

Total Community Involvement

The socio-economic syndrome of the larger community of the great central valley of California showed that an inordinate porportion of the population lived at the poverty level. A large number of untrained, undereducated persons existed within the area served by the University of the Pacific. In its attempt to help rectify the conditions, the School of Education at the University of the Pacific instigated, initiated and strengthened the following programs:

HIGH SCHOOL EQUIVALENCY PROGRAM (HEP)

The High School Equivalency Program is a year-round educational program designed for youths who have dropped out of school and whose family income is derived from migrant or seasonal farmwork.

The goal of the High School Equivalency Program is two fold:

1. A basic high school education preparing the student to pass the General Educational Development Tests (GED).
2. Post Graduation Placement:
   a.) Placement into a University, State College, or Community College.
   b.) Placement in Vocational Training or Apprenticeship.
   c.) Placement in meaningful job employment with upward mobility.

The High School Equivalency Program provides an opportunity for young persons to finish their secondary education, and eventually enable them to become active participants in our society. Hopefully, this can help to create futures without poverty, and its painful consequences.

TEACHER CORPS

The major objectives of the Teacher Corps Program are to strengthen the educational opportunities available to children from low-income families and to assist colleges and universities and local school districts to bring about basic changes in the ways in which teachers are trained and used.

The long range objectives for institutional change at the University of the Pacific through Teacher Corps during the 1973-1975 academic years are:

1. To develop an alternative program in teacher education for regular School of Education students utilizing the philosophy of performance-based teacher education by 1975.
2. To develop a team teaching corponent for the regular teacher education program that will be institutionalized by the School of Education.
3. To assist Stockton Unified School District in the development and implementation of an Educational Services Center.
4. To use the internship pattern of Teacher Corps for concurrent training in theory and experience with regular teacher trainees.
5. To provide some university course work as on-site instruction through the use of performance-based education.
6. To promote cooperation between the School of Education and the academic departments to develop an academic curriculum.

The Teacher Corps Program provides an opportunity for college Juniors and Seniors to complete their education while at the same time working toward a preliminary teaching credential. Students entering the program at the graduate level receive a full teaching credential and complete the majority of their toward a Master's degree.

NEW CAREERS

The University of the Pacific and St[illegible]n Unified School District have jointly developed the concept of the state funded New Careers Program. The Program is patterned after the Teacher Corps model. The intent of the program is:

1. Recruit and train persons who have completed at least 60 units of college work for teaching in low-income elementary schools.
2. Provide a means by which capable persons of low-income background may enter the teaching profession.
3. Provide practical teaching experience in schools with high concentrations of low-income families.

The state funded New Careers Program at the University of the Pacific is not to be confused with the federally funded New Careers Program. It was the intent of the University of the Pacific to find a way by which the concept of the Teacher Corps Program could be expanded and made a part of the educational philosophy of the state.

HEADSTART

The Headstart Program at the University of the Pacific has as its main goal the development of professional and non-professional personnel trained to work in early childhood programs. The training of the teachers is accomplished under the concept of competency-based teacher education with extensive field centered experiences. Students in the program are part of the School of Education teacher preparation program.

SAN JOAQUIN DELTA JUNIOR COLLEGE

The University of the Pacific School of Education in conjunction with the Reading Laboratory at San Joaquin Delta Junior College has established a program that has two goals:

1. University of the Pacific School of Education students enrolled in the Secondary Reading Course receive practical experience in the diagnosis of reading disabilities by working three hours each week in the Reading Laboratory.
2. Students enrolled in the Junior College and from the local high schools receive diagnosis of their reading disabilities and have a prescriptive reading program developed for them.

Through this type of experience future teachers not only are exposed to the theory of reading but also have the opportunity to apply their skills in practical life experiences.

STUDENT COMMUNITY INVOLVEMENT

As part of the total preparation of teachers, the initial professional courses require that students become involved in classes in the local public schools. Students become actively involved in the classes as teacher assistants and thus receive their initial introduction to the classroom. Students actively involved in public school classroom are working approximately eight hundred (800) hours each week. Their responsibilities are to work with a master teacher and provide additional instruction to the students.

CLINICAL SERVICES

The education psychology department of the School of Education offers clinical services to the local community for school aged children with learning or school problems.

The parents of school age children who are referred to the Clinical Services are urged to come to the campus for an initial interview with a member of the staff. Brief contact with the child are provided in the several clinics for the purpose of getting acquainted with the child's problems and needs. Psychological testing often is used as an aid in this evaluating process. The Clinical Services staff hold weekly meetings in order to discuss procedures for aiding the children and their families. A psychiatrist is called to the staff conferences as needed. Empahsis is placed upon a multiple clinic approach to the problems of human adjustment.

A limited number of elementary and secondary school pupils who have reading disabilities can be accommodated in the Reading Clinic. It is requested that referrals be made as early a practicable.

READING CLINIC

Graduate students working toward a Reading Specialist credential or an M.A. with specialty in Reading, are required as part of their coursework to participate as instructors in the Reading Clinic. The goals of the Reading Clinic are:

1. To develop a diagnostic - prescriptive reading program for students referred to the Reading Clinic by the Clinical Services program of the Educational Psychology Department.
2. To provide some elementary and secondary students the opportunity to improve their reading skills.
3. To provide a clinical setting for graduate students to apply their learned skills as clinitions in the area of reading.

The Reading Clinic of the School of Education is a self initiated program that serves both the University students and the local community.

ADJUNCT POSITIONS

In order to best serve the needs of School of Education students, selected local school district personnel serve as part of the faculty as adjunct professors. Adjunct professors serve as team leaders for the Teacher Corps and New Career Programs. In addition adjunct professors also instruct regular classes in their area of expertise. By utilizing the position of adjunct professor, the School of Education can supplement its educational program while at the same time train teachers in special programs.

Innovation Two

International Programs

The School of Education, at the University of the Pacific, has enjoyed an international dimension in their teacher preparation program for some years. This program, multi-dimensional as it is, has added significantly to the broader scope of teacher preparation at the school. Some of the more innovative international programs that are either instigated by, or utilized by the School of Education are:

Winter Term Projects

The University of the Pacific curriculum is designed in such a way that the month of January is given over to specialized study of topics not generally available during regular semesters, independent study and foreign travel. In the past three years the School of Education has instigated two foreign study experiences. One, dealing with the European genesis of American childrens literature took twenty students to London, Odense (Denmark) Copenhagen, Heideburg, Rothenburg and Munich (Germany), Zurich and Paris. On this travel experience students visited many libraries, settings of famous childrens tales, bookstores and the like. They met with many authorities in the field in every city visited. The results of the study tour were published nationally.

The second foreign study dealt with Early Childhood Education in Europe. Twenty students traveled to Switzerland, Germany, England and France to study early childhood education centers for reasons of comparison and contrast to their American counterparts.

Institute of European Studies

The University of the Pacific is affiliated with the Chicago based Institute of European Studies. This program offers students a semester or a years study in any one of the following European centers; London or Durham, Paris, Frieburg, Vienna or Madrid. The objective being to further extend the educational experience of campus learning with European counterparts.

Many teacher candidates avail themselves of this opportunity. Their experiences abroad significantly contribute to their ability to relate meaningfully to children in their study of foreign cultures.

Student Teaching In Mexico

In a unique agreement with the American School in Mexico City, University of the Pacific student teachers may elect to do student teaching at that school in the Mexican capitol. Each semester a sizable group of students elect to participate.

This is important for California teachers. To see the matrix of the Mexican American culture, and to experience life in Mexico adds significantly to the understanding of the Mexican American mileau in our own American southwest. The school is an English speaking school, and the student teachers are supervised by University of the Pacific education professors.

International Schools "On Campus"

The University of the Pacific is organized to include "cluster colleges." These colleges include two international colleges. Alberto Covell College, the only Spanish speaking college in the United States, with a student body comprised of North and South Americans (in about equal proportions); and Callison College, which specializes in Asian studies, offering a Sophomore year in India or Japan.

School of Education students are encouraged to study with these colleges on our campus. Some of the students from these international colleges are teacher candidates. The cross-social-educational experiences available lend themselves very well to international understanding in our students of teaching.

The Year In Japan

In a unique agreement with Tokyo's Sophia Univeristy, University of Pacific students may elect to spend a year in residence at Sophia in their International Division. The year is devoted to understanding of the Japanese culture and way of life. School of Education students have, and will continue to avail themselves of this opportunity of foreign study. The experience renders our teacher candidates very knowledgable in the area of Asian studies.

Foreign Students In Residence

The School of Education has, for many years, attracted students from around the world. The programs, both graduate and undergraduate, have brought students to the school from Japan, Hong Kong, Guam, Canada, Mexico, Columbia, Peru, Germany, Thailand, England, South Africa, India, Iran, to name a few. Some leave with basic teacher education. Others depart with the Ed.D. degree.

These students add an important dimension to our classes by bringing an international viewpoint into our own mileau. All benefit from this experience.

Innovation Three

Professional Area

State Leadership

The School of Education has had various professors on state committees in positions both as members and officers (i.e. early childhood education, music, reading, administration, elementary school curriculum, etc.) For a small staff, we have many representatives at the state level participating in the planning of California programs dealing with credentialing, accreditation, etc. Our professors also serve as members of accrediting teams visiting other colleges and universities throughout the state to evaluate their programs. The School of Education at the University of the Pacific works very closely with the California Department of Education in implementing new programs as well as in an advisory capacity on various state projects.

Our staff has taken part in the state and local chapters of many organizations in California, among these are the California Teachers' Association, California Reading Association, Early Childhood Education Association.

The objectives of such active state participation are:

1. To be aware of what is going on in the state of California concerning education.
2. To have a part in the initiation and implementation of state programs.
3. To meet professionals from other colleges and universities throughout the state to get a perspective on their programs and ideas.
4. To be an influential force on the state legislature to enact laws beneficial not only to the teachers in the state but also to the children who will be a part of the state programs.

5. To help stimulate state educational organizations in order that they will be a part of the entire educational picture.
6. To build a better educational environment for the total community.

National Leadership

The professors in the School of Education have been very active in national educational organizations. Our staff takes an active part in the National Education Association at local, state and national levels. The Dean of the School of Education has been a member of the National Council for the Accreditation of Teacher Education for many years. Many of our staff have been members and officers of Phi Delta Kappa.

Even though we are a small university, we have hosted various national organizational meetings. Our faculty is provided with both time and resources in order to attend national conferences and conventions and our professors are encouraged to be active participants as often as possible. Our faculty members are often voted into positions of leadership and have been requested to deliver papers, head seminars, chair committees, etc.

The purposes behind such active national interest are:

1. To be a part of the national goal-excellence in teacher preparation.
2. To help unify national requirements for teacher certification.
3. To insure equal opportunity of employment and education for all regardless of race, color, creed, or sex.
4. To encourage private universities to take part in national educational affairs.
5. To meet professional colleagues throughout the nation to exchange ideas and to broaden perspectives.

6. To take leadership roles in order to enhance recognition of self, the University, and ideals of education.

Publishing

For a small staff, the School of Education has a number of nationally recognized authors whose publications (books-textbooks, articles, journals, research projects, etc.) have contributed immensely to the overall perspectives on education. Our faculty has books and articles published in such areas as children's literature, reading and language arts, social sciences, early childhood education, sex education, psychological foundations, public school administration, history and philosophy of education, etc.

The University has always encouraged its professors to publish their ideas as well as to speak out on important issues. From their publications, some of our staff has received national and international acclaim.

Speaking Engagements

Members of the faculty are recognized in their fields by being asked to take part in numerous speaking engagements in Stockton, in San Joaquin County, throughout the state of California, throughout the nation, and internationally (i.e. England, Mexico, Canada, Germany, etc.) Professors have been asked to speak and conduct seminars at national conferences and conventions. Many times professors have traveled to take part in public speaking engagements not only to enhance the position of the University but to relate educational techniques that are prominent and improtant in the training of todays teachers. Our staff also is very much in demand as speakers by local and state organizations.

Sabbatticals

The University of the Pacific has one of the nation's most unique internal sabbattical programs whereby each faculty member is entitled to a six month paid sabbattical at the end of each four years of teaching service. The internal sabbattical has allowed each professor to pursue educational interests that were not possible due to otherwise limited numbers of sabbatticals that are generally offered every seven years elsewhere. Because of the internal sabbattical program, our faculty has had the opportunity to write textbooks, do research grants, lecture and teach at other universities, travel and pursue international studies, work out exchange programs for students and faculty, pursue solutions to local and state educational problems, serve on national committees, take classes or pursue intensive course of study.

The long term objectives of the mandatory four year sabbattical program are:

1. To provide faculty with time to pursue intellectual and educational stimuli that is not possible during the regular teaching year.
2. To provide time to write and publish.
3. To allow first hand experience by visiting, observing, or working with other programs.
4. To become a part of study or training grants.
5. To create time to travel aborad for educational purposes.
6. To allow time to plan for the implementation of innovative programs.
7. To encourage faculty to update itself, renew enthusiasms and take part in different projects.
8. To encourage diversity as well as to expand knowledge in one's own area of expertise.

Consultancies

The faculty members serve both as paid and voluntary consultants to local, state and national organizations as well as to local, state, and national governmental projects. Our faculty also does consulting work for school districts in California and elsewhere.

Internal Committees

The School of Education has always been called on for leadership positions in internal committees at the University level. We claim a number of chairmanships as well as vice-chairmanships on many of the University committees. The University community considers the School of Education not only as a professional school but as one that plays an important part and purpose in the academic needs of the total university.

The objectives behind such concerned and active participation are:

1. To take an active interest in the total University community.
2. To continue to internally evaluate the needs of the School of Education as well as the needs of the whole University.
3. To assume our leadership role as one of the largest schools on campus.
4. To help bring about internal changes for the benefit of the School of Education and the University.

Innovation Four

Excellence In The Total Program Of Teacher Education

A fourth area of examination which reveals excellence and quality is that of basic programming for teacher preparation. It is the aim of the School of Education of The University of the Pacific to develop a continuing program of teacher education that will offer a strong learning/teaching experience in a variety of alternative plans. The following brief descriptions will offer evidence of the degree to which these have proven effective and viable.

It should be mentioned in this evaluative report that frequent legislative mandates have sought to improve and guide the many teacher education schools of the State in their work of teacher preparation. The recent Fisher and Ryan Bills are examples of this type of legislation. They have provided for broad-field academic majors, strengthened teaching areas, and a decreased number of professional courses to be offered through state approved programs which certify the candidate for credentialing In both instances, existing required coursework and curriculum structures were already in existence which met the new legislative provisions with little if any changes or additions by University of the Pacific.

An Interdisciplinary and Intercollege Basic Program

Inasmuch as there are four liberal arts colleges on the Stockton campus of the University: College of the Pacific, Raymond College, Callison College, and Covell College--and students planning to enter the teaching profession may take academic work in any or all of these, a strong interdisciplinary base is provided each candidate. Further, since one of these is a school with instruction entirely in Spanish, one is an inter-cultural school with at least one full year of study in an

Eastern country (India or Japan), one is patterned after the British tutorial school, and the other is the traditional four-year liberal arts college, the student in teacher education is afforded a single, focused background or a varied blend.

Alternative Teacher Education Programs

Besides the availability of Schools with their distinctive academic emphases, the School of Education itself offers a variety of alternate routes for achieving excellence for teaching. These plans are individualistically tailored to meet student needs: (1) The Pacific Education Program, (2) The Teacher Corps, (3) New Careers Program, and (4) School of Education Credential Program. In each of these strands, competency-based education is an integral part, students are exposed at an early point to on-site teacher education in classroom settings where a variety of learning/teaching experiences are provided. These include working as a teacher assistant, student teacher, or intern in self-contained classrooms, team teaching situations, or in differentiated staffing programs. These offer the intern opportunities to work with individual students, small groups at a specific level, groups of non-graded pupils, total classes, and with inter-class activities.

1. Pacific Education Program (PEP), is a competency-based, intensive plan for students with Junior level standing. The preservice coursework of one full summer session is prerequisite to the program. The student is involved in one year of student teaching for one-half day sessions: one semester in a teaching team and a second semester in a self-contained

classroom setting. Groups of students/interns are also assigned in the same school rather than being dispersed throughout the District concerned.

2. Teacher Corps and New Careers Programs are funded by Federal and State financing respectively. However, University of the Pacific's School of Education was the first institution in the Nation to attempt an undergraduate program with disadvantaged and minority students with a minimum of 60 units of college work. Four cycles have been funded and successfully undertaken to produce teachers to work in ghetto and compensatory education school settings. Through the impetus and influence of these two strands of teacher education, a number of modifications and additions have been made in the regular strand of teacher preparation. One of these currently in the development stages is The Alternative Teacher Education Program.

In these two intensive programs which combine rigorous actual classroom work and teaching/learning experiences with a full compliment of classes, the intern is also involved in a heavy participation in community activities and projects which affect children and families. Both University and local school District cooperate in a close working relationship to provide the training program.

Evidence of the excellence of the Pacific Corps lies in the fact that nearly 100% of the interns have been offered teaching positions in the disadvantaged areas of the city, their performance has been outstanding both in their teaching and leadership, and in each Cycle, when national comparisons and evaluation have been made, honors and acclaim have been received by University of the Pacific.

A further outstanding element of the project has been the development of local teachers who have been chosen as Team Leaders to work directly with clusters of the interns. These minority teachers have been so enthusiastic at the opportunities for service and leadership that many of them have taken advanced degree and further credential work and are now filling important administrative positions locally.

3. A faculty committee has been working for some months formulating a program and developing curriculum in the form of teaching modules for an alternative form of a credentialing program. Inasmuch as some aspects of this planned sequence of work have been modified from other programs, it is felt that it will offer an excellent medium of education for those students desiring increased work in classrooms with children, the independence and flexibility of a module approach, and the opportunity for in-depth work in areas of special interest. It is hoped that this new strand of teacher education will combine academic excellence and sound teaching strategies with an expanded on-site, intern-type of experience.

4. The regular program of the School has been a corbined degree program, a Bachelor of Science Degree in Education granted by the School of Education itself, and a State issued credential resulting from the approved program recommendation of the School. It has provided a liberal arts foundation in four areas: English-Speech, Math-Science, Social Sciences, and Humanities-Fine Arts with an academic major area of 30 units of work beyond freshman level courses plus some nine courses of pre-professional and professional work. This curriculum covers teaching experiences in classrooms for instruction in art, music, mathematics, science, and physical education at the pre-professional level; and courses in methodology

in reading, language-arts, social studies and audio visual media.

Probably one of the most distinguishing features of the University of the Pacific education majors program has been the availability of professor advisors and their ratio to students. This combined with the excellence of the preparation has resulted in outstanding teachers at all levels. Alumni of the school have been selected by districts state-wide for work as teachers, consultants, counselors, administrators, and specialists. The number of top-level personnel in schools, counties, and in state positions is phemonenal in relation to the size of the school as compared with many large institutions which are state supported.

APPENDIX

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO 95814

October 31, 1973

Dr. J. Marc Jantzen
Dean, School of Education
University of the Pacific
Stockton, California 95204

Dear Marc:

I am delighted to prepare a supporting letter for the School of Education of the University of the Pacific in their application for an award by the American Association of Colleges for Teacher Education for "Excellencies in Teacher Education." It would be especially fitting for your School of Education to receive this award now since it is my understanding that you will be observing your Fiftieth Anniversary next spring.

It seems to me that probably the most extensive influence of your teacher education program lies in a basic philosophy which is very evident in the program's operation: build in each student a deep sense of his own worth. Your administration and faculty see education occurring in the process of helping an individual to build on that sense of self worth a commitment to strong values that have relevance for every aspect of his future career in education. As individuals move through the School of Education, they are provided individual counseling and made to feel that each of them are a separate type of person, a unique human being, and that the School is there to help each to develop to his highest potential.

This philosophy is extended into a relationship with graduates of the School of Education as they go out to their respective careers. There is a sense of continuing commitment to provide support and assistance. The School seeks the counsel of its alumni and benefits from their experience and observations, thus giving to those alumni an involvement in the continuing improvement

of the School of Education. That kind of philosophy and attitude will inevitably have a far reaching impact not only on the graduates but on all those whom they serve wherever that service may occur. The extent of influence is therefore almost limitless, as your graduates can be found throughout the State of California, the Nation and in many other areas of the world.

In addition, those who enroll in your School of Education have the special benefits of your innovative and visionary approach to education. You have pioneered in a number of efforts such as Teacher Corps, New Careers in Education, and Bilingual Education. This disposition to explore the new, the untried, the challenging, will perforce be widely reflected in the educational careers of your graduates.

Please be assured of my sincere and vigorous support of your candidacy for the "Excellencies in Teacher Education" award.

Sincerely,

Wilson Riles

WILSON RILES

Stockton Unified School District
701 NORTH MADISON
STOCKTON, CALIFORNIA 95202
TELEPHONE 466-3911

November 1, 1973

Dr. J. Mark Jantzen, Dean
School of Education
University of Pacific
Stockton, California 95204

Dear Dr. Jantzen:

This letter is being written in support of the candidacy of the School of Education of the University of Pacific for the "Excellencies in Teacher Education" award of the Association of Colleges for Teacher Education. The basis for these comments is a close association of the past four years between the Stockton Unified School District and the University of Pacific with respect to the training of potential teachers as well as the inservice training of teachers and administrators. In this regard the work of the School of Education has been outstanding.

Numerous programs of visitation and observation have been inaugurated by the University of students who are interested in becoming teachers in which they observe and participate in the schools of the Stockton Unified School District. Student observation and student teaching follow these initial activities in a way which gives the University students an excellent opportunity to better prepare themselves for the teaching profession.

Several intern teaching programs are conducted jointly by the University and the School District for low income and minority potential teachers, including the Teacher Corps and the New Careers programs jointly sponsored by the University.

Administrative intern programs and leadership orientation programs have been sponsored jointly by the University and the School District; consultation and a wide variety of inservice programs have been given direction by the School of Education of the University.

All in all it is my judgment based upon working in various school systems and with a number of colleges and universities that the program offered by the School of Education of the University of Pacific is outstanding in every respect and I commend them for this award.

Very sincerely yours,

J. Roland Ingraham

J. Roland Ingraham, Jr.
Superintendent of Schools

JRI:gj

November 9, 1973

Dr. J. Marc Jantzen
Dean, School of Education
University of Pacific
Stockton, California

Dear Dr. Jantzen:

Over the past five years the Bureau of Professional Development, State Department of Compensatory Education has enjoyed a cordial relationship in mutual rendering of service to improve education for teachers.

University of Pacific has developed innovative, alternative educational programs through Teacher Corps and New Careers that have been exemplary.

It has been a pleasure working with you and your staff.

Sincerely,

Marion Faustman

Dr. Marion Faustman